

GRADUATE 1993  
BULLETIN 1995

MANSFIELD  
UNIVERSITY









## Table of Contents

### **ACADEMIC INFORMATION**

Admission to Graduate School .....	5
Undergraduate Students: Admission to Graduate Courses .....	6
Advisory System .....	6
Admission to Degree Candidacy: General Requirements. ....	7
Course Load/Time Limit .....	7
Grading System .....	8
Repeating a Course .....	8
Transferring Credits .....	8
Additions/Withdrawals .....	9
Auditing .....	10
Certification .....	10
Graduate Assistantships .....	10
Transcripts .....	11
Placement .....	11
Awarding Master's Degree .....	11
Research Options .....	12
Schedule Of Fees .....	14
Refunds .....	14

### **COURSE DESCRIPTIONS**

Art .....	40
Biology .....	45
Education .....	46
Elementary Education .....	50
Geography .....	54
History .....	54
Home Economics .....	58
Music .....	61
Psychology .....	68
Sociology, Anthropology, and Social Work .....	72
Special Education .....	73

### **DEGREE AND CERTIFICATION PROGRAMS**

Art .....	16
Education .....	18
Elementary Education .....	23
Music .....	27
Psychology .....	29
Special Education .....	31
Principalship Program .....	34
Reading Specialist .....	35
Social Restoration .....	36
Supervisor I Certificate Program .....	37

<b>GRADUATE FACULTY</b> .....	80
-------------------------------	----

<b>LIBRARIES</b> .....	3
------------------------	---



# The University

---

Founded in 1857, Mansfield University is a 174-acre campus located in the Northern Tier of Pennsylvania at the junctions of U.S. Routes 6 and 15. It is 30 miles south of Corning and Elmira, NY, and 50 miles north of Williamsport, PA.

The 32 buildings on campus house a variety of facilities including three libraries, planetarium, gymnasium with an olympic size swimming pool, microcomputer facilities, three auditoriums, art galleries, radio station, newspaper office, five dormitories and classrooms.

If you like rural life, you can take advantage of such outdoor activities as camping, hiking, swimming, river rafting, trout fishing, hunting and cross country skiing, among others. The newly developed Tioga-Hammond Lake complex, a few miles north of the campus, offers a variety of activities year-round.

The Finger Lakes and wine country region, Corning Glass Museum, Clemens Center for the Performing Arts, two shopping malls and many other recreational and cultural attractions are all within easy driving distance of the campus.

Mansfield University is accredited by the National Council for the Accreditation of Teacher Education, the Middle States Association of Colleges and Secondary Schools and by the National Association of Schools of Music.

As a student, it is your responsibility to become familiar with the policies, procedures and regulations in the catalog and to insure that all applicable requirements are satisfied according to schedule.



# Libraries

---

The three campus libraries contain over 201,000 volumes, 622,000 volume equivalents on microfilm, over 2,000 serial subscriptions, and 15,000 audio-visual materials. The libraries are also a depository for U.S. Government Documents. Computer access to information through on-line bibliographic data bases are available.

Most of the libraries' collection is in the Main Library which can accommodate 350 readers, and houses computer terminals for the mainframe computer as well as a collection of microcomputers.

The Butler Music Center Library collection includes over 7,000 records and cassettes as well as in-depth monographic materials relating to music.

The Retan Center Library houses all the educational materials including books, the ERIC research collection, curriculum guides, cartridge sound films, cassettes, microcomputer programs and other materials used in elementary and secondary school.

The library is a member of OCLC to facilitate the sharing of resources and is a national leader in using CD-ROM technology for public bibliographic catalogs.



## Academic Information

## ADMISSION TO GRADUATE SCHOOL

All students wishing to take graduate courses must be admitted to the Graduate School. At the time of your admission, you should indicate your intention by choosing one of the following admission categories:

- ◆ Degree seeking candidates may be:
  - A. Graduate Degree
  - B. Graduate Degree plus Certification
- ◆ Non-degree seeking candidates may be:
  - C. Special
  - D. Graduate Teaching Certification
  - O. Graduate Non-Teaching Certificate

Once you have been accepted, the procedure need not be repeated; however the admission category may be changed by notifying the Graduate Office in writing.

The progression toward completion of a master's degree is as follows:

1. Apply to graduate school
2. Apply for candidacy before 15 credits
3. Take appropriate courses
4. Declare intent to graduate
5. Thesis, final paper, comprehensive exam, orals, exhibition or recital (departmental requirements)
6. Graduation (May, August, December)

All students taking graduate courses must be admitted to the Graduate School before completing six credits. The following steps are to be followed by those seeking admission into graduate school:

1. Contact the Graduate Office, 130 Alumni Hall, Mansfield University, or phone 717/662-4806 to request an application for admission.

2. Consult with your major department regarding additional admission requirements. Request that a department representative review your undergraduate record to determine breadth and depth of academic preparation. During the admission process, a proposed area of specialization may be identified.
3. Take standardized test(s) if required. Effective May 4, 1989, a new admissions policy states that anyone with an overall undergraduate G.P.A. of 3.0 or better does not have to take an entrance exam unless it is required by their respective department (i.e., Psychology). Those with an undergraduate G.P.A. of less than 3.0 must take one of the following tests: G.R.E., or M.A.T.
4. Have official undergraduate transcript(s) sent to the Mansfield University Graduate Office.
5. Return application form with the fee to the Graduate Office. Your social security number should be written on your check.

## **UNDERGRADUATE STUDENT ADMISSION**

If you are an undergraduate student at MU, you may enroll in graduate courses for graduate credit if you are within 12 credits hours of satisfying the Bachelor's Degree requirements. A petition process must be initiated through the Graduate Office. Your total course load must not exceed 15 credits. Under normal circumstances, graduate credits must not be used to fulfill undergraduate degree requirements. Graduate credit will be awarded after the Bachelor's Degree has been conferred.

## **ADVISORY SYSTEM**

Once you are admitted to the Graduate School, your department will assign you an advisor. You must assume responsibility for knowing and meeting the curriculum requirements.



## **ADMISSION TO DEGREE CANDIDACY**

General Requirements: For admission to degree candidacy, you must:

1. Apply before completing 15 graduate credits at Mansfield. Credit by examination may not be applied toward degree candidacy.
2. Submit an official application for admission to candidacy to the Graduate Office. Remit the required application fee with the candidacy application. This fee is not refundable and is not credited toward course fees.
3. Obtain a cumulative grade point average of at least 3.0 in graduate courses.
4. Remove any deficiencies that your major department identifies.
5. Obtain approval of the major department and the associate provost for graduate studies. Minimum satisfaction of general requirements does not guarantee approval of the student's candidacy application.

Specific program candidacy requirements are maintained in the Graduate Office and the major department office.

## **COURSE LOAD/TIME LIMIT**

To be a full time graduate student you must carry a minimum of nine to a maximum of 15 graduate credits during the regular academic semester. You may earn up to 12 credits during the summer. You must petition the associate provost to take credits above these limits.

All master's degree course work and research must be completed within seven years of your first Mansfield University graduate course, unless an extension is approved. You must petition your department and the associate provost for an extension.

## **GRADING SYSTEM**

The university uses letter grades. Only the grades A, A-, B+, B, B-, C+, C, C- are accepted for the master's degree, and a cumulative average of **B** (3.0) must be maintained.

Course work must be completed by the final meeting of each course. An incomplete grade (I) is issued only when work is interrupted by personal illness, accident, death in the family, or other justifying circumstances, such as a thesis in progress. Unless the associate provost for graduate studies approves an extension, the "I" grade must be removed before the end of the following academic semester or it will become an "F" grade.

## **REPEATING A COURSE**

When you repeat a course which cannot be repeated for credit, then (1) all grades received shall be included on the student's transcript, but (2) only the last grade received shall be used in computing your cumulative G.P.A. Students may not repeat a course on a pass/fail or credit-by-exam basis.

An F grade in a required course must be cleared by repeating the course. Students who are repeating a course should notify the Student Records Office.

## **TRANSFERRING CREDITS**

We will admit graduate students from other accredited graduate schools if students are in good standing and satisfy Mansfield's admissions requirements. Up to 12 graduate credits earned at another institution may be accepted depending on departmental policies and if the courses:

- A. Would have been counted toward a graduate degree from the sponsoring institution;

- B. Are appropriate for your program at MU as determined by the department offering the degree program and the grades are B or better (if the previous school awarded a "P" grade, and this is verified as equal to a B, then it will be accepted);
- C. Were taken within a 10 year time period prior to admission to candidacy, and
- D. Are included on an official graduate transcript received by MU.

If you are working on a second graduate degree, a maximum of 12 graduate credits may be transferred from the first degree program to the second degree program, if you meet the above requirements.

## **ADDITIONS/WITHDRAWALS**

You may add or withdraw from a graduate course during the regulated time periods by obtaining a drop-add card from the Student Records Office, and the appropriate instructor's and advisor's signature. The regulated time periods are: the first seven working days of the semester for adding a course, and the first five working days of the semester for withdrawing from a course. If you live a distance from campus or work during the days, ask the Graduate Office to process the drop-add card for you.

You may withdraw from a course after the formal withdrawal period and receive a grade of WP (withdrawal passing) or WF (withdrawal failing). This may be done up to 4 p.m. of the last day of classes. Withdrawal forms are available in the Student Records Office. Upon receipt of the form, all appropriate offices will be notified. This grade of WP or WF will be recorded on the official transcript.

## **AUDITING**

If an instructor recommends it, the associate provost for graduate studies may grant a graduate student permission to audit courses. Auditing a course requires registration and payment in the same manner as courses taken for credit. If you enroll in a course for credit, you may change your status to that of an auditor if you send a written request to the associate provost before the sixth class meeting.

## **CERTIFICATION: PERMANENT AND ADDED**

Graduate students in education are encouraged to take graduate work leading to permanent certification. These credits may also count toward your requirements for the Master of Education or the Master of Science in Education degree.

The graduate program also enables those who have a bachelor's degree and a teaching certificate to extend their certification to other areas. Though the graduate curricula are not designed for this purpose, they do provide some courses which may be applied toward certification in specific areas. For information contact the University Certification Office.

## **GRADUATE ASSISTANTSHIPS**

Graduate assistantships are available each year to full-time students. A graduate assistant is required to work in an assigned professional area on campus. Graduate assistantships include a waiver of tuition and fees, and a yearly stipend. Awards are based on a competitive process.

You should apply for the assistantship by March 15 for consideration for the following academic year. Contact the Graduate Office for further information and application forms.



## **TRANSCRIPTS**

You may get a transcript of your graduate work at MU by writing to the Record's Office. There is no charge for the first transcript. A \$2 fee is charged for each additional transcript. Checks, made payable to Mansfield University, must accompany transcript requests. No transcript is issued to or for a student who is indebted to the university until the debt has been paid.

## **PLACEMENT**

We provide placement services for graduates without charge. The services are also available to master's degree candidates. Contact the Placement Office for information.

## **AWARDING OF THE MASTER'S DEGREE**

The Master's Degree is awarded after the following requirements have been satisfied:

1. Admission to candidacy for a specified degree.
2. Completion of a graduate program totalling **at least 30** credit hours in the thesis program or **at least 33** credit hours in the non-thesis program. The requirement includes completion of courses prescribed in the applicable curriculum as well as those specified in the program developed by your advisor. It may be necessary for you to earn more than the minimum number of credits before you are considered for the degree. The final program requirements are determined by the department in which study occurs and your advisor.
3. Approval and submission of any required thesis, research or creative project, completion of a comprehensive exam or presentation of a graduate recital or art exhibition in the student's program.
4. Completion of all graduate courses with **C-** grade or better and a total quality point average of 3.0 or better.

5. Satisfactory performance on examinations conducted by your advisory committee. Each department determines final or comprehensive examination requirements.
6. Submission of your formal written application for graduation. (This includes a small fee.)

We encourage you to participate in graduation exercises which recognize and honor your academic accomplishments.

## RESEARCH OPTIONS

### ◆ Thesis - 6 Credits

The thesis is an independent scholarly investigation in your field of specialization. The study is pertinent to your interest and professional goals. It is conducted under the guidance of an appointed faculty advisor. This may take several forms:

- a written report of exhaustive research to support or refute a belief;
- a solution to a complex professional problem;
- an extended analysis based on historical, descriptive or experimental study; or
- a creative work produced after extensive research.

### ◆ Research Project - 3 Credits

In the research project you must:

- select a suitable topic for individual research;
- identify and follow appropriate research procedures, and;
- follow accepted standards in writing a report of study. The project may be concerned with solving a problem related to your major field of study or to your work in the field. It may be the study of a specific operation or a survey of the literature concerning a specific problem.

◆ Procedure for Preparing the Thesis or Research Project

1. You must be a degree candidate and must discuss the proposal with your department chairperson who will appoint a thesis advisor.
2. Submit the thesis or research proposal to your advisor for consideration. The final proposal requires the approval of a formal thesis committee. A thesis committee usually consists of the advisor, the department chairperson, and at least one other faculty member selected in consultation with the advisor.
3. After formal approval, begin investigation and preparation of the report as soon as possible. Approval for a proposal will expire after two years, unless an extension is granted by the associate provost for graduate studies upon recommendation of the thesis committee.
4. Submit the final draft of the work as early as possible. The style and form of all drafts must conform to the style manual of the appropriate discipline. Additional instructions may be adopted by the Graduate Division and the academic department. The written document or recital must be approved by the thesis committee.
5. The thesis committee will administer an oral examination based on the thesis or research project.
6. A final copy of the title page and completed signatory page must be submitted to the Office of Graduate Studies one week prior to graduation as evidence of successful completion of oral examination/defense.
7. Following the oral examination, you must prepare and submit at least two bound copies of the thesis or research project. One copy will be given to the university library and one copy will be given to the major department. Arrangements for the binding must be made with the Main Library.
8. Final credit for a thesis or project will be withheld and an "I" grade recorded until all materials have been submitted and accepted by the associate provost for graduate studies.

SCHEDULE OF FEES

Contact the Graduate Office at (717) 662-4806 for the current list of graduate tuition and fees.

REFUNDS

Partial refunds are made according to the following schedule only when you voluntarily withdraw from the university because of personal illness, certified to by a physician, or other reasons as may be approved by the associate provost of graduate studies.

Week	1	2	3	4	5	6
Regular	80%	80%	70%	60%	50%	0
Summer	Variable with length of session.					

## Degree and Certificate Programs



# Art

---

## ART MASTER OF EDUCATION IN ART EDUCATION

This program in art education provides a flexible selection of experiences to meet the needs of individual art teachers. You may select experiences/courses according to your specific interests. You must complete the six credits required in Methods and Materials of Research and Current Trends in Art Education (I.A.). Three credits are required from the Foundation of Education Courses (I.B.). You may select six more credits from eight courses relating to education, art education at various grade levels, administration of art programs, aesthetic theory application, and art and the special child (I.C.).

To prepare for teaching as an artist-teacher, you must take 9-15 credits of studio art and art history courses. After advisement, you select six credits in an allied field in partial fulfillment of this requirement (II.A.B.C.D.)

The M.Ed. in art education candidate must complete a minimum of 30 credits of approved study which includes the six thesis credits.

If you elect to do a research paper instead of the thesis, you must then complete 33 credits for graduation (III.).

This program with undergraduate Student Teacher (Ed 400) is used also as a certification vehicle for students with an undergraduate fine arts or related degree.

### M.Ed in Art Education 30 credits Thesis Program; 33 credits Non-thesis

I.	Basic Requirements	Crs
A.	6 Credits Required	
	ED 500 Methods and Materials of Research	3
	ARE 536 Current Trends in Art Education	3

## B. 3 Credits Required

ED	531	Social Foundations of Education	3
ED	532	Historical Foundations of Education	3
ED	533	Philosophical Foundations of Education	3

## C. Minimum of 6 Credits Required

ARE	531	Art Education in the Elementary Curr.	3
ARE	532	Art Education in the Secondary Curr.	3
ARE	533	Administration & Supervision in Art Ed.	3
ARE	534	Application of Aesthetic Theory	3
ARE	535	Art and the Special Child	3

## II. 9-15 Credits from A, B, C and/or D also from IC

## A. Art studio-maximum of 9 credits in any one of the following:

ART	510	Drawing	3
ART	511	Painting	3
ART	512	Crafts	3
ART	513	Waterbase Media	3
ART	514	Printmaking	3
ART	515	Ceramics	3
ART	516	Metalcraft	3
ART	517	Fibers	3
ART	518	Photography	3
ART	519	Sculpture	3
ART	521	Marionette & Puppetry	3

## B. Art History

ARH	501	Cultural Origins Art	3
ARH	502	Art of the Far East	3
ARH	503	Art of the 15th and 16th Centuries	3
ARH	504	Major Trends in Art in 17th/18th Cent.	3
ARH	505	Major Trends in Modern Art	3
ARH	506	History of African-American Art	3
ARH	507	Empires of the World Through Art	3
ARH	508	Art and Mythology of Ancient Greece	3
ARH	509	Women in Art	3
ARH	520	Art of the Americas	3
ARH	527	Major Trends in Architecture	3

ARH 528	Major Trends in American Art	3
ARH 529	Major Trends in the Graphic Arts	3

C. Allied Electives

A maximum of 6 credits may be elected in graduate courses outside the field of specialization. Final selection of courses will be determined in consultation with your advisor.

D. ART 597	Art Presentation/Exhibition	3
------------	-----------------------------	---

III. Thesis or Research, 3 or 6 Credits Required

ARE 598	Research Paper	3
ARE 599	Thesis	6

## Education

---

### MASTER OF SCIENCE IN EDUCATION DEGREE

The Master of Science in Education degree was developed following surveys and meetings with area teachers and administrators. Based upon a recent evaluation of graduates, the program has been redirected to meet the challenges of a multi-cultural, pluralistic society. Degree candidates will take common core courses in addition to specialized courses and electives.

Students who take the thesis option are required to enroll in ED 599, Thesis (6 graduate credits) following completion of ED 500, Methods and Materials of Research (3 graduate credits). Students selecting the thesis option are expected to work in close collaboration with their advisor. The minimum graduate credit hours for the M.S. in Education with the thesis option is 30 credit hours.

Students not electing the thesis option are required to take a minimum of 33 graduate credits.

◆ Common Core (15 Credits)

A. Research (3 Credits)

ED 500 Methods and Materials of Research

B. Curriculum (3 Credits)

ED 554 Curriculum: Principles and Contemporary Thought (A multi-cultural course)

C. Supervision

ED 596 Supervision: Principles and Current Practices (A multi-cultural course)

D. Foundations of Education (3 Credits) (select one course)

ED 531 Social Foundations of Education

ED 532 Historical Foundations of Education

ED 533 Philosophical Foundations of Education

E. Exceptional Learner in Society (3 Credits) (select one course)

SPE 501 Psychology of Exceptional Children

SPE 504 Guidance for Exceptional Children

SPE 509 Early Childhood Special Education

SPE 530 Seminar on Cultural Diversity in Special Education

SPE 540 Behavior Disorders

SPE 560 Problems in Special Education

SPE 590 Learning Disabilities

◆ Thesis (Optional) 6 Credits

Students selecting the thesis option must have completed ED 500, Methods and Materials of Research and have consulted with an advisor. The thesis option is not available to students seeking certification as a reading specialist. It is expected that the thesis would be in the subject area of specialization.

◆ Electives 3 Credits (Non-thesis Option)

We suggest that before selecting an elective course you consult with your advisor.

◆ Specialization or Added Certification Component

Students are expected to either complete 15 credits in courses that would enhance their teaching specialization or select an additional program of studies that leads to added certification. Students selecting the thesis option should complete 9 credits in teaching specialization courses.

◆ Candidacy Requirement

Students must apply for candidacy before completing 15 graduate credits at Mansfield. As part of the candidacy requirement, students must achieve a satisfactory score on the Miller Analogies Test (MAT), or the Graduate Record Examination (GRE). When the student has an overall undergraduate G.P.A. of 3.0 or higher, these tests will be waived.

◆ Added Certification - Applicable to the M.S. in Education Degree Program

Home Economics K-12

Reading K-12

Social Restoration K-12

◆ Microcomputer Specialization

This area of specialization is designed for the classroom teacher, school administrator, and other education professionals. While no prior experience with computers is required for any of the Computers-in-Education courses, students should take ED 580 as early as possible in the program. In addition to the Computers in Education courses, ED 541 - Selected Topics, may be used for individual projects and research in the field. The following are the courses in the Microcomputer Specialization:

			Crs
ED	580	Comp. in Education	3
ED	581	Comp. in Education - LOGO	3



ED	582	Comp. in Education - Methods and Materials	3
ED	583	Comp. in Education - Current Applications	3
ED	584	Comp. in Education - Workshop	3

◆ Reading K-12 Specialization

This area of specialization can lead to added certification as a reading specialist. The professional knowledge gained in the sequence will also enhance the teaching skills of classroom teachers.

The two introductory courses in the sequence, ELE 523, Foundations of Reading instruction, and ELE 528, Developmental and Remedial Reading in the Middle and Secondary School, both address developmental classroom reading instruction. The courses ELE 524, Diagnosis of Reading Difficulties and ELE 529, Remediation of Reading Difficulties, are ordinarily taken after at least one of the introductory courses has been completed. The reading clinical practicum courses ELE 530 and ELE 531 are taken at or near the end of the reading sequence of courses. A reading related course, selected by advisement, is also required.

With careful advisement, many graduate students are able to complete the reading specialization and apply all 21 credit hours toward a 33 hour masters degree program.

◆ Home Economics Education Specialization

This area of specialization provides an opportunity for individuals to continue their professional development as classroom teachers and supervisors in the public schools, in other education related careers, or for further graduate study. This specialization may be applicable for home economics teacher certification for individuals with a degree in home economics other than home economics education. The requirements for the two options in this specialization are:

<b>Thesis</b>	<b>Crs</b>	<b>Non-thesis</b>	<b>Crs</b>
Common Core	15	Common Core	18
HEC Content	9	HEC Content	12
Thesis (HEC 599)	6	Research Proj (HEC 598)	3
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>33</b>

The following home economics courses may be substituted in the Common Core requirements:

**Curriculum:**

HEC 581 Program Development in Home Economics

**Multi-Cultural Education:**

HEC 582 Teaching Consumer Education K - Adult

HEC 587 Teaching of Nutrition K - 12

HEC 594 Vocational and Career Education

## **The Advising Process Within The M.S. In Ed. Program**

Once you have been admitted to the program, an M.S. in Ed. advisor will be assigned. With the assistance of the advisor, other members of the committee will be chosen when the final project topic is selected. One member will be from any department with a teacher education emphasis at the graduate level and the remaining member should represent your area of specialization or added certification. You and your advisor will develop the individualized program of studies for the M.S. in Ed. degree. Copies of the agreed upon program will be forwarded to the Graduate Office and the advisory committee. Should you wish to change the individualized program of studies, you must meet with your advisor and have the approval of that advisor. Copies of the revised program will be forwarded to the Graduate Office and the advisory committee. The advising committee will act as the oral examining committee for you towards the end or at the completion of the individualized program of studies.

## **Oral Examination**

Each student will present to the advising committee a paper which will serve as the emphasis for the oral examination. The paper is to be presented to the advising committee at least 10 days prior to the oral examination. While there is no specific length to this paper, the paper will: 1) adhere to a recognized form for writing papers (A.P.A., A.L.A., etc.); and 2) represent a topic that is professionally related to the student's work in the school setting. This paper could be an extension of the student's research which began in ED 500 or another graduate level course. Under no circumstances may students use a paper that has previously been submitted to fulfill the requirements in a graduate course. Students selecting the thesis option will use their thesis for the oral examination.

If performance on the comprehensive oral examination is unsatisfactory, the advising committee will require appropriate remediation. This remediation may include rewriting the paper, additional course work, or both, with a re-examination as an end product.

# **Elementary Education**

---

## **MASTER OF EDUCATION IN ELEMENTARY EDUCATION**

The M.Ed. in Elementary Education is designed to enable students to develop a strong background in the subject areas of the elementary school. Students with an undergraduate degree in elementary education may wish to extend their preparation to include certification as a Reading Specialist. Some students may wish to pursue graduate work beyond the M.Ed. in Elementary Education.

The number of credits will vary depending upon whether the thesis or non-thesis program is followed.

Those students selecting the thesis option are required to enroll in ELE 599, Thesis (6 graduate credits) following completion of ED 500, Methods and Materials of Research (3 graduate credits). Students selecting the thesis option are expected to work in close collaboration with their advisors. The minimum graduate credits for the M.Ed. in Elementary Education with the thesis option is 30 credits.

Those students not electing the thesis option are required to take a minimum of 33 graduate credits.

♦ \*Common Core (12 credits)

A. Research (3 Credits)

ED 500 Methods and Materials of Research

B. Curriculum (3 Credits)

ED 554 Curriculum: Principles and Contemporary Thought (A multi-cultural course)

C. Supervision (3 credits)

ED 596 Supervision: Principles and Current Practices (A multi-cultural course)

D. Exceptional Learner in Society (3 Credits)

SPE 501 Psychology of Exceptional Children

SPE 504 Guidance for Exceptional Children

SPE 509 Early Childhood Special Education

SPE 530 Seminar on Cultural Diversity in Special Education

SPE 540 Behavior Disorders

SPE 560 Problems in Special Education

SPE 590 Learning Disabilities

◆ **Field of Specialization**

When you apply for candidacy, you will select one of the following options. A program of studies must be developed by your advisor at the time of candidacy.

**Option 1 - Elementary Education Emphasis**

Students who wish to extend their undergraduate preparation in elementary education will take 21 semester hours of graduate course work in elementary education or related fields.

**Option 2 - Reading Specialist Certificate**

Students who wish to extend their undergraduate preparation in elementary education to include certification as a Reading Specialist, K-12, will take 21 semester hours of graduate course work in that program.

**Option 3 - Initial or Added Certification**

Students with undergraduate preparation in disciplines other than elementary education may wish to pursue an initial or added certification program in elementary education at the graduate level. This program must be developed in close consultation between the student's advisor and the certifying officer for the university. Additional work beyond the minimum may be required.

**Thesis Option**

Students selecting the thesis option must have completed ED 500, Methods and Materials of Research, and have consulted with an advisor. The thesis will be written in elementary education, and will be available only to those students pursuing Option 1 above.

## **Candidacy Requirement**

You must apply for candidacy before the completion of 15 graduate credits at Mansfield. As part of the candidacy requirement,

you must achieve a satisfactory score on the Miller Analogies Test (MAT), or the Graduate Record Examination (GRE). When students have a 3.0 or higher undergraduate Q.P.A. these test requirements can be waived. Two letters of recommendation from individuals familiar with the student's academic and professional work are also required.

## **Oral Examination**

Near the completion of your program of studies, you will meet with your advisor. Two additional members of the graduate faculty will be selected to serve as an oral examination committee. You will present to your advisor and oral examination committee a copy of the presentation which will serve as the emphasis for the oral examination. This presentation is given to the members of the committee at least 10 days prior to the oral examination.

If performance on the comprehensive oral examination is unsatisfactory, the oral examination committee will require appropriate remediation, which may include additional reading, additional course work, or both with a re-examination as an end product.



# Music

---

## **MASTER OF MUSIC IN MUSIC EDUCATION**

The Master of Music in Music Education degree program is designed specifically to meet the needs of music teachers who wish to strengthen their knowledge, understanding and skills in the disciplines of music and music education. Prior music teaching experience is advisable, but not required. You may pursue this degree concomitantly with seeking certification to teach music in public schools.

- ◆ **Candidacy**

In addition to meeting general candidacy requirements, you must successfully complete MU 500, Methods and Materials of Research, and an audition in the major performing medium.

- ◆ **Degree Requirements**

If a thesis is completed, a minimum of 31 semester hours of graduate work in accordance with the requirements listed for the degree program is required. With no thesis, a minimum of 34 semester hours is required. Additional course work may be necessary if deficiencies are noted during the audition examination or if coupling provisional teaching certification with the graduate degree. During the final semester of study, a comprehensive oral examination must be passed.

- ◆ **Thesis**

See general description

◆ **Recital**

During the final six hours of graduate study, you may choose to give a formal recital in the major performing medium. Approval to give a recital should be secured from the Music Department graduate faculty as soon as possible following admission to candidacy. One month before the date of the recital, approval for public performance must be granted by a jury of the graduate faculty.

◆ **Transfer Credit**

A maximum of nine graduate credits earned at another institution may be accepted toward degree requirement.

◆ **Master Of Music In Music Education (\*31 - 34 credits)**

	Crs
MU 500 Methods and Materials of Research	3
MU 540 History and Philosophy of Music Education	3
MU 545 Seminar in Music Education	3
MU 550/551 Advanced Conducting	3
Applied Music (major instrument or voice)	4
Music History-Literature	3
Music Theory	3
Music History-Literature or Theory Elective	3
Thesis	0-6
Free Electives**	3
Music Electives**	0-6

\* Students selecting thesis option fulfill 31 credits, non-thesis, 34 credits.

\*\* Requirements - A maximum of 2 credits in ensemble and/or maximum of 2 credits in secondary instruments may be applied toward degree requirements.

# Psychology

---

## **Master of Arts in Community-Clinical Psychology**

The Master of Arts degree program in Community-Clinical Psychology offers the qualified student a terminal, applied program in clinical-community psychology. Emphasis is placed upon rural mental health needs. The curriculum includes training in psychological assessment methods, behavior change methods, and other areas of community psychology and mental health. The department has a booklet describing current program requirements in detail. All applicants are expected to familiarize themselves with its contents. Information and application forms may be obtained from the Department of Psychology.

### ♦ Admission

You will be admitted to on-campus psychology graduate courses only if you have been accepted for graduate study by the department or have received prior approval of instructors. Formal admissions are made only for the fall semester. You should submit all required credentials and application forms to the department by **March 15**.

You must submit both verbal and quantitative GRE scores. Applications from students who were not undergraduate psychology majors will be considered, but all applicants should have completed undergraduate courses in general psychology and statistics. Additional courses in psychological methods, learning, personality theory, developmental psychology, tests and measurements, and abnormal psychology are strongly recommended.

### ♦ Curriculum

A minimum of 46 credits of graduate study is required for the degree. Normally, this is accomplished during two academic years. Part-time students are expected to complete all degree requirements within four calendar years from the date they enter their first graduate psychology course. If you lack sufficient undergraduate preparation in psychology, you may be required to take course work beyond minimum requirements.

The following courses are required of all students:                      Crs.

PSY 502	Personality and Behavior Pathology	3
PSY 504	Experimental Design and Statistical Analysis	3

#### **Evaluation Methodology Sequence**

PSY 531	Individual Cognitive and Social Assessment	3
PSY 532	Assessment of Personality/Human Interaction	3
PSY 533	Community Program Evaluation	3

#### **Behavior Change Methodology Sequence**

PSY 540	Individual Methods of Behavior Change	3
PSY 541	Group Methods of Behavior Change	3
PSY 542	Methods of Prevention and Comm. Change	3
PSY 551	Professional Psychology in the Rural Comm.	3
PSY 554	Professional Psychology Seminar	1

Other courses may be required. Your advisor will help you choose electives. Students may elect additional credits to complete an optional thesis.

### ♦ Internship

You are required to complete at least a full semester internship. An intern normally works under the supervision of a qualified psychologist in a rural community mental health center. The nine-credit internship is typically undertaken after you complete one full year of graduate course work on campus. Following the internship, you will return to campus for the remainder of your course work.

♦ **Examinaions**

You must pass three examinations: The qualifying examination covers basic areas of psychology and must be taken before completion of 15 graduate credits. The comprehensive and clinical competency examinations are administered during your final semester and must be passed before you can be recommended for the degree. You are also evaluated on the basis of professional ethical standards of psychologists.

## Special Education

---

### **MASTER OF EDUCATION DEGREE (M.ED.)**

The Master of Education, Special Education degree program candidate, provides a special educator with advanced specialization and training. The program emphasis is on education of mentally and physically handicapped children with related course concentrations in learning disabilities, mental retardation, communication disorders, early childhood education, gifted and talented, cultural diversity and emotionally disturbed children.

The program is competency based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with mentally and physically handicapped children in various educational settings. Graduates are prepared for such positions as: 1) Diagnostic and prescriptive teachers; 2) Resource room itinerant, consultative/collaborative specialists; 3) Supervisors and curriculum coordinators for special education programs; 4) Educational consultants for exceptional children.

The program is approved to offer teacher certification in education of mentally/physically handicapped children.

◆ **Curriculum Requirements**

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program will be completed according to the following divisions:

1. **Foundations of Education:**

Research, Social Foundations, Child Development, Learning Theories - 6-9 credits.

2. **Specialization - Special Education:**

Mentally and Physically Handicapped, Mental Retardation, Learning Disabilities, Communication Disorders, Gifted and Talented, Cultural Diversity, Behavior Disorders, Early Childhood Education for the Handicapped - 18-24 credits.

3. **Allied Electives:**

Elementary and Secondary Education, Reading, Psychology, Special Education, Criminal Justice and related areas - 6-9 credits.

## **MASTER OF SCIENCE DEGREE (M.S.)**

◆ **Special Education/Exceptional Persons**

This program permits those with non-teaching/certification background in related professions (e.g. MH/MR personnel, group home specialists, rehabilitation specialists, recreation personnel, social restoration, juvenile justice workers\*, institutional specialists, and social workers) and with teaching background to obtain master's degree specialization in special education/exceptional persons. Those with the degree are eligible for many civil service classifications, positions in the field of human services and related occupations.

\* See Social Restoration program for program requirements.

◆ **Field Experience**

The program enables one to apply specialized competencies in a clinical practicum internship required of each student. Internships are available in such special education settings as the following: Elmira Psychiatric Center; Intermediate Unit 17 Special Education Program; Mental Health and Mental Retardation Centers in NY and PA; Martha Lloyd Community Services Project (on campus and in Troy); Detention and Treatment Centers (NY and PA); Group Home (CRF and ICF/MR Unit, NY and PA); ARC (Elmira, NY); Tioga County Agency for Children and Youth Programs.

◆ **Curriculum Requirements**

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program is required in accordance with the following competency divisions:

1. **Foundations:**  
Research, Social Foundations, Child Development, Psychology, Related Areas - 6-9 credits.
2. **Specialization:**  
Exceptional Persons, Problems and Issues, Clinical Practicum, Psychology - 18-24 credits (15-24 credits for Social Restoration majors).
3. **Specialization - Related Areas:**  
Communication Disorders, Gifted and Talented, Cultural Diversity, Behavior Disorders, Mentally/Physically Handicapped, Social Restoration - 3-6 credits.
4. **Allied Electives:**  
Psychology, Education, Home Economics, Special Education, Educational Administration, and Related Areas - 3-6 credits.

Note: Social Restoration majors see also 2 above and the department chairman for MS/SR program plan.



◆ Candidacy

You must have an overall graduate Q.P.A. of 3.0 and recommendations from graduate faculty. The following guidelines apply to standardized tests:

1. The M.Ed./Special Education and the M.S. Exceptional Persons applicant must take within the first semester, a standardized admissions examination (M.A.T.; G.R.E.) if the applicant's overall undergraduate G.P.A. is less than 3.0.
2. You must score at least at the 50th percentile. You may take the test twice, if necessary. If you score below this level, you must have an interview with the department graduate faculty members.
3. If you desire special education certification, you must remove undergraduate deficiencies to apply for a certificate upon completion of M.Ed. program. This does not apply to M.S. degree candidates.

◆ Degree Completion:

1. Each candidate must successfully complete a written and an oral comprehensive examination.
2. Candidates choosing the non-thesis option must complete a departmental paper on a topic approved in conjunction with their faculty advisor.

## Principalship Program

---

Mansfield University has a cooperative program with Shippensburg University that can lead to certification as an Elementary or a Secondary School Principal. The Master of Education degree or the Master of Science degree must be earned at Mansfield. Additional post-graduate work can then be taken at Shippensburg. Persons interested in this program should contact the chairperson of the Education Department for details.

# Reading Specialist Certification Program

---

A total of 21 graduate credits in the reading field is required to complete the program. This work may be applied toward meeting requirements for the Master of Education degree in Elementary Education or the Master of Science degree in Education.

◆ **Recommended Sequence**

The student seeking certification as a reading specialist will normally follow this sequence of courses.

	S.H.
ELE 523 Foundations of Reading Instruction	3
ELE 528 Developmental and Remedial Reading in the Middle and Secondary School	3
ELE 524 Diagnosis of Reading Difficulties	3
ELE 529 Remediation of Reading Difficulties	3
ELE 530 Reading and Study Practicum (Elementary)	3
ELE 531 Reading and Study Practicum (Middle and Secondary Schools)	3
Reading Related Elective (by advisement)	3

◆ **Transfer Credit**

The reading instruction team will review graduate courses offered by other colleges and universities to determine compatibility with MU course offerings. It may be possible to transfer a maximum of six semester hours to the program. Recommendations for alternate courses or experiences should be made to the chairperson of the Education Department.

# Social Restoration

---

## STATE CERTIFICATION

The M.S. in Exceptional Persons is required for those pursuing certification in the Social Restoration area. The objectives of the program are:

1. To prepare educational specialists for work with alienated children and youths, with students legally detained at juvenile detention centers, and with adjudicated youths placed in long-term correctional institutions.
2. To prepare educational specialists to work cooperatively with staffs of educational, correctional, social and community agencies developing plans for preventing antisocial, delinquent and offender behavior, and to assist authorities in mainstreaming individuals into positive learning situations.

A minimum of forty-two (42) S.H. of graduate work in the thesis program or thirty-six (36) S.H. in the non-thesis program according to these divisions:

I. Foundations (12 S.H. Required)		S.H
* ED 500	Methods and Materials of Research	3
* ED 501	Criminal Justice System and Social Restoration	3
* ED 594	Seminar-Social Restoration	3
* SOC530	Sociology of Deviant Behavior	3
II. Specialization (18 S.H. Required)		
* SPE 501	Psychology of Exceptional Children	3
* SPE 530	Seminar on Cultural Diversity in Sp.Ed.	3
* SPE 540	Behavior Disorders	3
* SPE 570	Clinical Practicum (Internship)	3-6
* SPE 590	Learning Disabilities	3

## III. Allied Electives (6 S.H. Required)

ED	531	Social Foundations of Education	3
ED	540	School Law	3
ED	545	Analysis & Evaluation of Pupil Growth	3
ELE	528	Developmental & Remedial Reading in the Middle and Secondary School	3
PSY	50	Personality & Behavior Pathology	3

## IV. Thesis (6 S.H. Required)

SPE	599		6
-----	-----	--	---

(\* Required Course )

## Supervisor I Certificate

---

The Supervisor I Certificate is required for all Pennsylvania elementary and secondary school personnel (other than those who hold Administrative Certificates) whose function is to supervise and evaluate the work of classroom teachers. This includes department chairpersons and heads of curriculum areas.

The Supervisor I Certificate is offered with a specialty for the following areas:

- Elementary Education
- Secondary Education
- Special Education

Program applicants shall hold an earned master's degree with an emphasis in the subject matter field or educational specialist area in which they are seeking certification.

Specific information regarding each specialty area may be obtained by writing the chairperson of the department offering the program, or the Office of Graduate Studies.

1. Required Courses for all Programs

- \* ED 600 Interdisciplinary School Supervision
- \* ED 601 Critical Topics Seminar for Supervisors
- \* ED 602 Internship in School Supervision (permission of the Department Chairperson is required)

2. Additional Required Courses for Elementary Education \*\*

Supervision core

- \*ELE 593 Supervision for the Improvement of Instruction

Specialty core

Required

- \*ED 554 Curriculum: Principles and Contemporary Thought

Electives \*\*

- \*ED 540 School Law
- \*ED 590 Introduction to Educational Administration
- \*ED 596 Supervision: Principles and Current Practices

\*\* All graduate students must have at least one graduate level course in each of the following: Science Education, Social Studies Education, Math Education, Reading and Child Development, before completing the requirements for the Supervisor I Certificate with a Specialty in Elementary Education.

3. Additional Required Courses for Secondary Education  
(Communication, Math, Social Studies)

Specialty Core

Required

- \* ED 591 Secondary Education Supervision

Electives

- \* ED 540 School Law
- \* ED 590 Introduction to Educational Administration
- \* ED 596 Supervision: Principles and Current Practices

Other courses deemed appropriate by advisement.

## Course Descriptions

# Art

---

## ART EDUCATION (ARE)

- 524 Learning/Recreation with Handicapped Children - 6** This course is to be in two parts: the first part to take place on campus in a classroom situation; the second part in Camp Daddy Allen operated by the Pennsylvania Easter Seal Society.

First Part: Meeting three hours daily, this part is a lecture recitation classroom to introduce the student to the general understanding of the handicapped child, the problems and goals which might be expected while working with them, and some practical procedures and techniques which could be utilized. Included would be discussions with campus faculty and other resource personnel in addition to the listed instructor. This time would also be used to introduce the more specific ideas which will be encountered in Camp Daddy Allen.

Second Part: The students are expected to arrive in camp with the camp staff and participate in the pre-camp training program and exercises provided by the Easter Seal Society professional staff.

The students will be in camp during the session devoted to young handicapped children. They will be assigned to work with specific campers and be expected to coordinate their activities in conjunction with the members of the camp staff. Each evening the class will meet as a group to discuss the particular events of the day, and plan and coordinate the activities for the following day.

The students will be expected to stay "in-camp" 24 hours a day for the full camping period and to participate fully in all phases of the camp program.

- 531 Art Education in the Elementary Curriculum - 3** A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

- 532 Art Education in the Secondary Curriculum - 3** An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.
- 533 Administration and Supervision of Art Education - 3** The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.
- 534 Application of Aesthetic Theory - 3** The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.
- 535 Art and The Special Child - 3** An exploration of types and characteristics of children who are special: either gifted, physically handicapped, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children.
- 536 Current Trends in Art Education - 3** Exploration and discussion of materials, processes, and philosophies in art education; experimentation with materials as well as discussion of current publications and research.
- 598 Research - 3; 599 Thesis - 6** After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

## **ART HISTORY (ARH)**

- 501 Cultural Origins of Art - 3** A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. Lectures will be conducted throughout the tour by the director.



- 502 Art of The Far East - 3** Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.
- 503 Art of The 15th and 16th Centuries - 3** The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.
- 504 Major Trends in Art of the 17th and 18th Centuries - 3** A comprehensive study of major contributions of European art and architecture during the seventeenth and eighteenth centuries.
- 505 Major Trends in Modern Art - 3** A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.
- 506 History of African-American Art - 3** An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.
- 507 Empires of the World Through Art - 3 credits** A study of how the art and architecture of various empires were used as images of power and political statement. The Roman, Byzantine, Holy Roman, Ottoman, Russian, and British Empires will be examined.
- 508 Art and Mythology of Ancient Greece - 3 credits** A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.
- 509 Women in Art - 3 credits** A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

- 520 Art of the Americas - 3 credits** A comprehensive study of the art and architecture of the traditional Native Americas, with emphasis on regional styles and cultural interpretation.
- 527 Major Trends in Architecture - 3 credits** Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.
- 528 Major Trends in American Art - 3 credits** A study of the major trends in the art and architecture of the United States from the colonial period to the present.
- 529 Major Trends in the Graphic Arts - 3 credits** A comprehensive study of the Graphic Arts, with emphasis on the traditional printmaking processes of relief, intaglio, lithography, and serigraphy.

## ART STUDIO

- 510 Drawing - 3** An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student plus group interaction.
- 511 Painting - 3** The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase breadth of knowledge.
- 512 Crafts - 3** Development and experimentation in basic and specialized area of the crafts. Students will research and explore various techniques, processes and materials to gain an in-depth skill and knowledge in specific crafts. Media will include: wood, metal, plastic, paper, fibers and natural material as well as synthetic material.

- 513 Waterbase Media - 3** An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations will constitute the major portion of the course.
- 514 Printmaking - 3** An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching and engraving with emphasis on their use for creative expression.
- 515 Ceramics - 3** An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.
- 516 Metalcraft - 3** A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.
- 517 Fibers - 3** The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macrame, crochet and lace making.
- 518 Photography - 3** An advanced course dealing with using photographic techniques in both traditional and experimental areas of photography. The course is designed for those teachers with photography experience who wish to develop photographic areas of study in their classroom.
- 519 Sculpture - 3** A studio course in three dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and to receive exposure to foundry casting.
- 520 Graduate Art Seminar - 1 Credit** A seminar course relevant to the needs of a practicing artist. Students will be introduced to methods of seeking and gathering information pertinent to his/her studio specialty and geographic region. Each student will be required to develop a resource notebook that will assist them throughout their productive years as an artist.
- 521 Marionettes and Puppetry - 3** The design and construction of individual marionettes and puppets, and the development of

manipulative skills, are part of this course. The major emphasis is placed upon the overall production techniques. Considerable attention is given to the design and production of scenery, properties, lighting, and audio effects. Experiences range from small group to full stage production and TV performance.

Prerequisite: Experience or course work in arts and crafts studio procedures, or by permission of instructor.

- 595 Special Projects - 1-6** An art project undertaken by an individual with special needs, special interests or special problems in art or art education. Project goals will be mutually developed by the student and instructor. Permission of the instructor, chairperson and associate provost are required.
- 597 Art Presentation/Exhibition - 3** As part of the 33 semester hour non-thesis program the candidate may elect to present an art presentation/exhibition. Examples of this type of project might involve the candidate in a mural painting task, the building of a unique kiln for firing ceramics, an exhibit of art that may tie to a new teaching strategy, etc. In addition to the actual performance of the art presentation or exhibition, the candidate must present documented evidence of planning, researching the problem and other processes involved. The art presentation/exhibition must be approved by the candidate's advisor and the Art Department Graduate Committee after candidacy approval. Final evaluation of the art presentation/exhibition will take place after the event.

---

## Biology (BIO)

- 561 Management of Small Impoundments - 3** Theory, practice and demonstration of managing farm ponds for optimal sport fishing. Prerequisite: 6 semester hours of college biology and permission of instructor.
- 562 Management of Streams and Large Impoundments - 3** Theory, practice and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing. Prerequisite: 6 semester hours of college biology and permission of instructor.

- 582 Cell Physiology - 3** A study of a specialized field of cell biology which emphasizes phenomena dealing with the nature of the cell membrane and its transport activities, the reactions of cells to changes in environment, the mechanism of cell excitability and contraction and other manifestations of cellular functioning such as nutrition, growth and secretion.

## Education (ED)

---

- 500 Methods and Materials of Research - 3** An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis, and development of reliable conclusions.
- 501 Criminal Justice System and Social Restoration - 3** An overview of the criminal justice system, the police, the courts, adult corrections and juvenile justice.
- 531 Social Foundations of Education - 3** The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.
- 532 Historical Foundations of Education - 3** The historical development of American education. European influences on the philosophies and practices of American schools. Emphasis is placed on the development of education in America as influenced by various individuals and schools of thought. Historical trends are related to current problems and practices in education.
- 533 Philosophical Foundations of Education - 3** Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.
- 540 School Law - 3** Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The

course is designed for persons concerned with the implications of school law; the approach is such that an interested layman can readily grasp the concepts.

- 541 **Selected Topics in Education - 1-6** A modularized course for the study of selected topics which may be developed to meet the needs of individual school districts.
- 545 **Analysis and Evaluation of Pupil Growth - 3** Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.
- 548 **Workshop in Newer Media - 1-3** A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. Multi-media production; graphics production; instruction T.V. production.
- 550 **Comparative Education - 3** The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.
- 554 **Curriculum: Principles and Contemporary Thought - 3** A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) judging the quality of curriculum, and (5) processes of curriculum development and implementation.
- 556 **Secondary School Curriculum - 2** The major thrust of this course is curriculum interrelationships and curriculum balance. It provides opportunities for reading and research that will stimulate educational practitioners to examine their thinking about the secondary school curriculum.
- 580 **Computers in Education: An Introduction - 3** This course gives educators an overview of educational computing. Students learn to use various software applications (e.g., word processing,

database, spreadsheet, and telecommunication) for instructional purposes, and also examine equity, ethical, and legal issues.

**581 Computers in Education - LOGO - 3** In this course educators learn to use the programming language, Logo (LogoWriter), and develop Logo instructional strategies for different grade levels and subject areas.

**582 Computers in Education - Methods and Materials - 3** In this course educators learn to evaluate computer software, and develop strategies to integrate computer hardware and courseware into their curricula.

**583 Computers in Education - Current Applications - 3** This course provides opportunities for educators to explore the past, present, and future effects of computers in educational practices. (Prerequisite: 580 or permission of the instructor.)

**584 Computers in Education - Workshops - 1-8** This course is designed to help educators become more proficient with various educational software. The class is conducted as a workshop with intensive, hands-on activities using Apple II and IBM-compatible computers.

**585 Teaching of Adults - 3** Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences, and examine and apply principles of andragogy.

**590 Introduction to Education Administration - 3** A survey course designed to give the prospective school leader an overview of educational administration and leadership. There is particular emphasis on decision-making, motivation, and effective relations with internal and external constituencies.

**591 Secondary Education Supervision - 3** A course concerned with what is taught and its effect on the learner. A special kind of teaching; involving a unique set of learners (teachers) and a unique content (curriculum). A course designed to train supervisors to deliberately educate classroom teachers about curriculum and how to teach it.

**592 The Teacher and Educational Leadership - 2 or 3** An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in

improving the educational program. Prerequisite: Teaching experience.

- 593 Supervision of Student Teaching - 3** A course addressed to those who are associated with the supervision of student teachers; cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.
- 594 Seminar/Social Restoration - 3** A course designed to provide educators and other professionals with a practical understanding of the social service systems which serve many exceptional and at-risk students in today's schools. The structure, goals and operating procedures of various social service agencies will be explored in order to provide educators and other professionals with the ability to more successfully interact with those agencies. Individuals who successfully complete the course should be better able to refer, advocate and plan for the needs of students. Specific problem areas such as chemical dependence, delinquency, domestic violence, juvenile justice and networking will be addressed.
- 595 Special Projects - 1-6** Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Students may be enrolled for a total of six credit hours. Permission of the instructor, chairperson, and associate provost is required.
- 596 Supervision: Principles and Current Practices - 3 credits** This course focuses on how to induct student or new teachers into teaching. Participants reflect on how they have learned to teach, consider literature and practices including MU's student teaching program, and practice skills of clinical supervision.
- 597 Independent Study - (variable credit)** Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.
- 598 Research Project - 3**
- 599 Thesis - 6 (3 per semester for 2 semesters)**
- 600 Interdisciplinary General School Supervision - 3** An introduction to school supervision. An interdisciplinary course designed to acquaint potential supervisors with the theory and



process of supervision in public schools. Permission of the department chairperson is required.

**601 Critical Topics Seminar for Supervisors - 3** A seminar providing a theoretical and practical base for topics related to school supervision.

**602 Internship in School Supervision - 3** (for Art; Elementary Education; Music; Reading; Secondary Education- English, Mathematics, Social Studies, and Special Education)

Internship in school supervision is a post master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full-time practicum in schools, the candidate will be able to assume the role of the supervisor in practice under the guidance of well qualified school personnel actively engaged in supervision. University staff will regularly visit the intern site to observe, to counsel, and evaluate as the candidate relates theory to practice.

## Elementary Education (ELE)

---

**502 Innovative Educational Practices - 1-3** A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

**503 Communication Skills Workshop for Elementary School Teachers - 1-3** A workshop experience for in-service classroom teachers and for undergraduate students who have completed student teaching. The instructor investigates and shares techniques used by elementary school teachers to improve the total communication skills of children.

**505 Seminar in Early Childhood Education - 3** An advanced seminar in planning developmentally appropriate, early childhood education programs; observing and recording

behavior; developing an integrated curriculum with thematic units and centers; guiding children's learning; assessing and evaluating learning; working with parents as partners; including children with special needs.

- 511 An Introduction to British Education - 3 or 6** A course aimed at providing teachers a firsthand look at the innovations, accomplishments and problems of British education. The participant will have the opportunity to work side by side with a British teacher, get involved with British children and observe various techniques at work in a number of British schools.
- 512 Reading/Writing in British Schools - 3** An examination of the integrated language arts curriculum employed in British education. This companion course to "Introduction to British Education" includes first-hand experience observing and participating in British schools.
- 523 Foundations of Reading Instruction - 3** Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.
- 524 Diagnosis of Reading Difficulties - 3** Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.
- 525 Whole Language - 3** Belief systems in whole language and means of translating educational beliefs into classroom practice; several featured topics include big books, experience charts and chants, literature-based instruction, building literature environments, portfolio assessment, collaborative learning projects, and reading-writing connections.
- 527 Teaching Reading to Exceptional Children - 3** Physical, social and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

- 528 Developmental and Remedial Reading in the Middle and Secondary School - 3** Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.
- 529 Remediation of Reading Difficulties - 3** Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.
- 530 Reading and Study Practicum (Elementary) - 3**
- 531 Reading and Study Practicum (Middle and Secondary School Students) - 3** Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.
- 533 Seminar in Implementing Reading Research - 3** Provides the opportunity to select, plan, implement, analyze and evaluate a significant reading research finding under field conditions.
- 550 Advanced Child Growth and Development - 3** Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.
- 560 Children's Literature, A Multi-Cultural Approach - 3** A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.
- 574 Diagnostic Teaching in Elementary Mathematics - 3** A course to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.
- 580 Elementary School Classroom Music - 3** An advanced course aiming at more effective teaching of music by the elementary

classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

- 584 Mathematics for the Elementary School Teacher - 3** The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age." *Curriculum and Evaluation Standards for School Mathematics* (NCTM Standards), its role in the educational reform movement, will provide the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.
- 586 Recent Trends in Social Studies - 1-3** A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.
- 587 Elementary Science, Curriculum and Instruction - 1-3** Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.
- 588 Informal Diagnosis of Readiness in Elementary Teaching - 1-3** A workshop to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.
- 589 Environmental Education Workshop for Elementary Teachers - 3** A workshop emphasizing field work for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.
- 590 Individualized Teaching in the Elementary School - 1-3** A course to guide elementary school teachers in making the transition from whole-class to individual learning activities.
- 591 Curriculum Development and Planning - 1-3** Theory and practice of curriculum development in the elementary school.

Emphasis on aims, content and research. Prerequisite: teaching experience.

- 592 The Teacher and Educational Leadership - 2 or 3** An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: teaching experience.
- 593 Supervision for the Improvement of Instruction - 3** Supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of instruction; appraisal of elementary school programs and instruction.
- 595 Special Projects - 3** Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and associate provost are required.
- 598 Research Project - 3**
- 599 Thesis - 6**

## Geography (GEG)

---

- 515 Special Problems in Geography - 2 - 4** Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

## History (HST)

---

- 500 Historiography - 3** Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

- 501 Colonial and Revolutionary America - 3** A study of the exploration and settlement of North America 1607-1788.
- 504 Constitution to Manifest Destiny - 3** The development and expansion of the nation. The rise of democracy, economic and social development, territorial expansion, and foreign affairs. Key figures and their roles are analyzed in depth.
- 505 The Age of Civil War and Reconstruction - 3** The background of sectional controversy; constitutional issues, secession, and military conflict; the aftermath of war, North and South, with particular emphasis on political and racial development in the period of reconstruction ending in 1877.
- 507 The United States, 1914-1945 - 3** A study of political, diplomatic, social and economic development in the United States between the end of World War I and the beginning of World War II.
- 508 America Since World War II - 3** A study of political, diplomatic, social and economic developments in the U.S. since 1945.
- 510 Afro-American Experience - 3** History of "the American Dilemma" – the role of the minority black man in a dominant white culture — from 1619 to the present. Thematic emphasis upon black resistance and the quest for a black identity.
- 512 American Intellectual History - 3** A survey of the history of ideas in America with careful study of such topics as Puritanism, the American Enlightenment, Romanticism, Social Darwinism, pragmatism, progressivism, literary realism and more recent concepts.
- 515 Modern American Diplomacy - 3** The diplomatic history of the U.S. in the 20th century. Emphasis is placed on the period from 1930 to the present.
- 516 The Evolution of Social Welfare in America - 3** The development of the public welfare system as a mirror reflecting American's changing attitudes toward misfortune and relief. The effects of an individualistic tradition upon antebellum welfare efforts; the need for social welfare in an industrializing America, the growth of governmental responsibility for social welfare; and the maturation of the welfare state.

- 518 Frontier in American History - 3** Discussion of the settlement of various geographic areas comprising the U.S. and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations are discussed in depth. Cowboy-Indian stereotypes are analyzed.
- 519 History of Pennsylvania - 3** An in-depth examination of the political, economic, cultural and social development of Pennsylvania which also involves the role of the native American and local history.
- 520 The Teaching of History in the Secondary Schools - 3** Creation of a teaching unit in history directly transferable to the secondary teaching situation.
- 521 The Ancient World: Greece and the Near East - 3** The development of pre-classical and classical forms that were the basis for the emergence of Western civilization. The cultural, intellectual and social conditions that shaped Greek and Roman civilizations; their relationships to modern institutions.
- 522 The Ancient World: The Roman Republic and Empire - 3** The development of Pre-Classical and Classical forms that were the basis for the emergency of the intellectual and social conditions that shaped Roman civilization. The relationship of Roman institutions to modern institutions.
- 525 American Social and Cultural History - 3** Investigation of the major social, cultural and intellectual trends in American history. Emphasis is placed upon important religious, educational and intellectual developments.
- 526 World Cultures - 3** Specific cultures are studied with emphasis placed upon the cultural, intellectual, social and political conditions which shaped various world civilizations and their relationships to our current institutions.
- 530 The American Indian: From Bering to Red Power - 3** This course deals with the origins, culture and history of the American Indian. Development of Indian policy by colonial rulers and by the U.S. are studied and compared.
- 551 Renaissance and Reformation - 3** Examination of the political, social, economic, and cultural forces involved in the transition from medieval to modern Western society with attention to the

rise of national states, the growth of individualism and the impact of the religious changes on society.

- 554 Tudor-Stuart England - 3** A study of the political, economic, social and intellectual forces operating in England during the 16th and 17th centuries.
- 558 The Soviet Union - 3** A history of the Bolshevik Revolution and the founding of the Soviet Union, the internal and external factors involved in Soviet power politics, and world Communism from 1917 to the present.
- 559 Russia: Beginning to 1917 - 3** After considering the basic problems in Russian historiography, the course deals with the nature and development of the Russian empire from the time of Peter I to the Revolution of 1917.
- 564-565 Twentieth Century Europe - 3** A study of the political, economic, cultural and international developments in Europe during the 20th century. Particular attention is paid to the background problems which led to the two world wars and their global significance. First semester, 1914-1939, second semester, World War II and its aftermath.
- 588 History Of Africa - 3** After an introduction to the History of Africa prior to European colonization and a brief examination of colonialism on the continent, the course will focus on sub-Sahara Africa for the period from post World War II until the present, examining colonialism, nationalism, independence and the continuing crises and problems of the nations of the continent. South Africa also will be emphasized.
- 595 Special Projects - 1 - 6** This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and associate provost are required.



# Home Economics (HEC)

---

- 501 Research Methods in Home Economics - 3** Adaptation of research techniques to problems in home economics education. Study of the national goals and guidelines for research in home economics; critical examination of research literature, techniques involved in design and analysis of a research problem.
- HEC/FM 503 Flat Pattern Design - 3** The student uses flat pattern methods to develop the ability to create new patterns, alter commercial patterns, apply principles of fitting, and appreciate the fundamental use of grain. Laboratory classes are devoted to half scale exercises, to the development of slopers for bodice, pants, and shirts and to the creation of new designs.
- HEC/FM 504 Creative Draping - 3** The student uses draping methods in the creation of designs for individual construction using basic techniques. Basic designs are varied and original ideas are expressed. Drafting methods will be used for sleeves and pants.
- HEC/FM 505 Fabrics and Finishes - 3** Relationship of fiber structure, fabric structure and finishing processes to fabric performance. Laboratory evaluation of performance characteristics of textile products. Prerequisites: An undergraduate course in textiles.
- HEC/FM 506 Tailoring - 3** Major emphasis is placed on the difference between custom and speed tailoring, and the selection of tailoring fabrics and their relationship to design. Tailoring construction techniques are related to individual problems.
- HEC/DIT 510 Diet Therapy - 3** Consideration of metabolism in disease; adaption of diet to meet diseased or abnormal metabolic patterns in humans. Special diets will be examined and evaluated.
- HEC/DIT 512 Cultural and Aesthetic Aspects of Food - 3** Cultural implications and understanding of modes of eating, application of scientific principles and aesthetic considerations in distinctive food preparation. Prerequisites: An undergraduate course in food preparation or permission of the instructor.
- HEC/DIT 514 Nutrition Throughout Life Cycle - 3** Nutritional requirements of an individual from conception through the later stages

of the life cycle. Included is a study of adequate nutrition for all ages and for related changes in nutritional needs as a result of advancing age and that of related common health problems.

- HEC/DIT 517 Survey of Nutrition - 3** An in-depth investigation of the major nutrients, vitamins and minerals and their roles in health and disease states. Food and water safety will be addressed, in addition to issues relating to the overall picture of health care.
- 518 Advanced Foods - 3** An extension of the principles of food preparation incorporating an experimental approach to preparation problems, and service of food, considering aesthetic, social and cultural significance of food. Prerequisites: 215 or permission of instructor.
- 520 Consumer Housing Decisions - 3** Contemporary housing issues as related to the individual and the family. Consideration of human factors in housing, structure and operations of the housing market and home-building industry, housing finance, and role of the government in housing.
- 521 Consumer Issues - 3** Multi-media classroom experience designed to identify and analyze consumer issues. Problem-solving/independent study of consumer issues.
- 524 Handicapped Homemaker - 3** Principles of management, work simplification and motion-mindedness as these apply to homemaking activities of handicapped persons. Identification and analysis of various handicaps. Exploration of techniques to achieve more independent living.
- 530 The Teaching of Child Development and Family Relations - 3** Subject matters, materials and methodology essential to teaching child development and family life education. Prerequisites: Undergraduate course work in child or human development and in family studies, or permission of instructor.
- 581 Program Development in Home Economics - 3** Analysis of program needs in home economics at various levels and in various settings. Sequential organization of courses of study in home economics for specific types of schools and student populations. Methods of incorporating new issues, content and teaching philosophies into a home economics program. Prerequisites: An undergraduate degree in home economics or permission of instructor.

- 582 Teaching Consumer Education K-Adult - 3** Rationale and specific aids for the professional wishing to begin a consumer program or incorporate consumer lessons in an existing course or grade level. Resources, curriculum guidelines and teaching tactics, teacher may easily adapt for his or her use.
- 583 Methods and Materials for the Teaching of Sex Education - 2 A** review of current instructional materials of, for and about sex education, to bring about a greater understanding of human sexuality.
- 584 Contemporary Issues in Home Economics - 1** Participants at Pennsylvania Home Economics Association meetings can earn one (1) credit by attending presentations and then gaining further knowledge by investigating the topic in the literature. The information gained will be analyzed and evaluated for use in the participant's professional life.
- 585/ED 585 Teaching of Adults - 3** Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences, and develop programs and teaching modules and units which will serve both society and the individual.
- 587 The Teaching of Nutrition K-12 - 3** Basic concepts of nutrition. Methods and materials for teaching nutrition at various grade levels from kindergarten through grade 12. Development of modules, units of study, and resource materials for teaching nutrition.
- 592 Evaluation in Home Economics - 3** Basic principles of evaluation and specific methods of appraising educational programs of individual achievement in home economics. Opportunities are given for constructing and using evaluation instruments. Prerequisites: A bachelor's degree in home economics education or permission of the instructor.
- 593 Supervision in Home Economics - 3** Responsibilities, services and professional techniques for supervision of home economics teachers at local and state levels and also in in-service programs.

- 594 Vocational and Career Education - 3** Focuses on home economics related to vocational and career education. The implications of federal and state vocational legislation for home economics is explored as well as methods of delivery of vocational and career education to diverse populations.
- 595 Special Projects 1- 6** This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and associate provost are required.
- 597 Independent Study - 3**
- 598 Research Project - 3**
- 599 Thesis - 6**

## Music

---

### APPLIED MUSIC COURSES

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student.

500-level applied music courses are designed for studying secondary instruments. The courses offer one credit per term or semester and may be re-elected for additional credit.

Private Instruction		Crs
MAP 500	Voice Sec	1
MAP 510	Piano Sec	1
MAP 520	Organ Sec	1
MAP 525	Harpsichord Sec	1
MAP 530	Flute Sec1	
MAP 531	Oboe Sec	1
MAP 532	Clarinet Sec	1
MAP 533	Bassoon Sec	1
MAP 534	Saxophone Sec	1
MAP 540	Trumpet Sec	1

MAP 541	Horn Sec	1
MAP 542	Trombone Sec	1
MAP 543	Euphonium Sec	1
MAP 544	Tuba Sec	1
MAP 550	Violin Sec	1
MAP 551	Viola Sec	1
MAP 552	Cello Sec	1
MAP 553	Bass Sec	1
MAP 557	Guitar Sec	1
MAP 560	Percussion Sec	1

600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses. The courses offer one or two credits per semester or term and may be re-elected for additional credit.

Private Instruction		Crs
MAP 600	Voice	1-2
MAP 610	Piano	1-2
MAP 620	Organ	1-2
MAP 625	Harpsichord	1-2
MAP 630	Flute	1-2
MAP 631	Oboe	1-2
MAP 632	Clarinet	1-2
MAP 633	Bassoon	1-2
MAP 634	Saxophone	1-2
MAP 640	Trumpet	1-2
MAP 641	Horn	1-2
MAP 642	Trombone	1-2
MAP 643	Euphonium	1-2
MAP 644	Tuba	1-2
MAP 650	Violin	1-2
MAP 651	Viola	1-2
MAP 652	Cello	1-2
MAP 653	Bass	1-2
MAP 657	Guitar	1-2
MAP 660	Percussion	1-2
Ensembles		

Participation in these university organizations is open to qualified graduate students.

		Crs
MEN 500	Concert Choir	1
MEN 501	Festival Chorus	1
MEN 502	Opera Workshop	1
MEN 503	Mansfieldians	1
MEN 504	Chamber Singers	1
MEN 505	Vocal Ensemble	1
MEN 510	Piano Ensemble	1
MEN 530	Concert Wind Ensemble	1
MEN 531	Mountie Marching Band	1
MEN 532	Symphonic Band	1
MEN 533	Woodwind Ensemble	1
MEN 534	Brass Ensemble	1
MEN 535	Concert Jazz Band	1
MEN 536	Small Jazz and Commercial Ensemble	1
MEN 550	Orchestra	1
MEN 551	String Ensemble	1
MEN 557	Guitar Ensemble	1
MEN 560	Percussion Ensemble	1

- 500 Methods and Materials of Research - 3** Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.
- 510 Form and Analysis - 3** Analysis of compositions drawn from various periods of music history.
- 511 Eighteenth Cent. Counterpoint - 3** A study of the contrapuntal style of the late Baroque era.
- 515 Instrumental Scoring - 3** Arranging for instrumental groups. Prerequisite: An undergraduate course in orchestration.
- 516 Vocal Scoring - 3** Scoring for vocal groups. Special attention is given to arranging for unbalanced vocal groups such as those which may be found in the public schools.
- 517 Composition - 3** Development of deeper insight into music through intensive creative experience.

- 518 Advanced Composition - 1-3** Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition. May be repeated for credit up to a maximum of 6 credits.
- 519 Interpretation of Selected Repertory - 3** Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.
- 520 Song Literature - 3** Emphasis upon the history of the German lied, French chanson and solo song in the British Isles and the United States.
- 521 Choral Literature - 3** A history of choral literature from the Renaissance to the present. Historical and cultural influences will be emphasized.
- 522 History of Opera - 3** A history of opera from the late 16th century to the present with attention to the conventions governing librettist and composer. Study of the musical, dramatic, and social climate in which opera was composed.
- 523 Studies in Keyboard Literature - 3** Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.
- 524 The Piano Sonata - 3** A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.
- 526 Nineteenth Century Music - 3** Music style and expression during the 19th century with emphasis on the intellectual foundations of the romantic movement. Representative works in the various forms are studied and analyzed in detail.
- 527 Twentieth Century Music - 3** An analytical, technical and historical study of music of the 20th century, with particular attention to details of melody, harmony, tonality, rhythm, texture, orchestration and form.

- 528 American Music - 3** The development of American music from the colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.
- 529 Seminar in Music Literature - 3** An intensive study of selected examples of musical literature with emphasis on comparative historical and stylistic developments.
- 540 History and Philosophy of Music Education - 3** Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.
- 541 Administration and Supervision of Public School Music - 3** The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating and improving school music programs.
- 542 Psychology of Music - 3** The physical and psychological effects of music, tests, and measurements in music.
- 543 Seminar in Music Education - 3** Identification and formulation of the principles, philosophies and objectives of music education.
- 544 Recent Trends in Music Education: Elementary and Middle Schools - 3** New concepts in classroom music teaching in the elementary and middle schools. Emphasis on the contributions of contemporary composers, ethnomusicologists, and educational psychologists. Attention to the needs of exceptional students.
- 546 General Music Classes in Secondary Schools - 3** Music concepts, knowledge, and skills developed through projects correlated with the total curriculum.
- 547 Orff Schulwerk: Level I - 3** This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation.



Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

- 548 Orff Schulwerk: Level II - 3** This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the intermediate techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level II certification according to the guidelines of the American Orff-Schulwerk Association. Prerequisite: Level I certification.
- 549 Orff-Schulwerk: Level III - 3** Advanced techniques and materials of the Carl Orff approach to teaching music. Designed for music teachers, music therapists and church musicians. Successful completion will result in the awarding of Level III Orff-Schulwerk certification. Prerequisite: Level II certification.
- 550 Advanced Choral Conducting - 3** Study of choral works at an advanced level.
- 551 Advanced Instrumental Conducting - 3** Study and analysis of all phases of baton technique and score reading.
- 552 Diction for Singers - 3** A course using the International Phonetic Alphabet to present a systematic approach to pronunciation in solo and choral literature in English, Italian, Latin, German and French.
- 556 Music Education Practicum - 1** Participants will observe and assist in the Mansfield area schools or at the Music Camps under the direction of master teachers.
- 557 Music Theatre Production - 3** A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.
- 558 Instrument Repair - 1** Lectures, demonstrations and laboratory experiences presenting the nomenclature, techniques of proper care, and effective means of treating the various repairs that can be made with the simple equipment usually available to an instrumental teacher in the schools.

- 559 Marching Band Techniques and Materials - 3** Study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

The following pedagogy courses include the techniques, teaching problems, teaching materials, and literature related to the appropriate applied music area.

- 571 Vocal Pedagogy - 3**
- 572 Piano Pedagogy - 3**
- 574 String Pedagogy - 3**
- 575 Woodwind Pedagogy - 3**
- 576 Brass Pedagogy - 3**
- 577 Percussion Pedagogy - 3** The above courses include the techniques, teaching problems, teaching materials and literature related to each given applied music area.
- 578 Pedagogy of Music Theory - 3** A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.
- 579 Pedagogy of Music Literature - 3** Various approaches to the teaching of music literature with an emphasis on aural analysis and the development of listening skills. Musical subject matter will embrace a broad range of media, forms, and styles.
- 595 Creative Project 2-6** Students doing musical transcriptions or writing a music composition in lieu of a thesis or research project register for this course. (See Research Options)
- 596 Recital - 2** A formal recital given in the major performing medium represents the culmination of study in the applied area. Prerequisite: four graduate credits in the performing medium of the recital program
- 597 Independent Study - 1 - 3**
- 598 Research Project - 3**
- 599 Thesis - 6**

# Psychology (PSY)

---

- 500 Advanced Experimental Psychology - 3** A modular course, each module providing an intensive survey of a major area of psychological investigation. The modules (Methods and Systems of Psychology, Learning and Perception, and Experimental Personality) comprise a comprehensive review of contemporary experimental psychology. The student is required to take only those modules for which academic records and interviews with an advisor suggest deficiencies.
- 501 Social Psychology - 3** The social psychological perspective from the point of view of the individual. Topics include the processes of socialization; identity, and attitude formation and change; and person perception and interaction. The social psychological aspects of social structure and personality, group processes, collective behavior, and psychological theories of society and deviance are also addressed.
- 502 Personality and Behavior Pathology - 3** A contemporary overview of personality and behavior pathology. The history of abnormal psychology, clinical syndromes, contrasting conceptual models of disordered behavior, and applications in schools, courts and community settings are covered. Emphasis is placed upon the special problems of referral, diagnosis and treatment in rural areas.
- 503 Human Development - 3** Topics covered in this course include the biological, cognitive, and affective components of development and the way in which they interact with each other and the environment, to determine the outcome of development.
- 504 Experimental Design and Statistical Analysis - 3** Topics include philosophy of science, measurement and scaling techniques, questionnaire construction, data analysis using the computer, report writing, and ethical issues. Emphasis is on quasi-experimental and survey research designs. Individual research projects will be conducted. Prerequisites: An inferential statistics course.
- 505 Physiological Psychology - 3** This course covers the development of the human nervous system, human neuroanatomy and neurophysiology. The student researches and presents

information on sensory, motor, attentional and motivational systems.

- 507 Community Mental Health - 3** Modern community mental health concepts are introduced. Attention is given to mandated federal and state programs, and the interventionist approach in community mental health. Designed primarily for educators and members of allied health professions.
- 508 Abnormal Psychology - 3** This course covers abnormal psychology and those aspects of human behavior that are also described under other contemporary heading such as social deviancy or psychopathology. Designed primarily for educators and members of allied health professions.
- 511 Human Learning - 3** Fundamental principles of human learning and memory are addressed, with the focus on simple learning (conditioning), discriminative learning, verbal learning and memory processes, specific and non-specific transfer, attentional processes, perceptual learning, concept formation, problem solving, thinking, language, acquisition, and motor skills learning.
- 512 Human Information Processing - 3** This course covers visual perception from an information analysis approach: perception as sensory organization and psychophysical measurement. Perception as information processing: basic assumptions, figural synthesis, selection in perception, recognition and identification. Perception as spatial organization: perception of space and its development, and perception of motion and movement.
- 513 Comparative Psychology - 3** The influence of evolutionary processes on behavior within the framework provided by various models of comparative psychology, basic methodology applied to the study of animal behavior, and selected readings which illustrate techniques of observation applicable to research.
- 514 Research Seminar in Community Psychology - 3** Students discuss their own thesis research and current research by other scholars as well as applications in community psychology.
- 520 Special Seminar in Applied Gerontology - 3** This course covers problems of the aged, ways in which the aged are similar to or different from other populations, and appropriate methods of

coping with their problems — both at a community and individual level.

- 521 Death and Dying - 3** This course provides an overview of the psychological aspects of death and dying in our society. It examines the process of death in our culture, including attitudes toward and preparation for death, the terminally ill patient, funeral rituals and burial, mourning and grief, and suicide and euthanasia. Readings, lectures, and discussions will be supplemented by self-exploration and writing by students concerning their feelings, attitudes, and beliefs about death.
- 522 Psychology of Women - 3** This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.
- 531 Individual Cognitive and Social Assessment - 3** This course provides an introduction to psychological assessment including clinical interviewing skills, use of both individual and group tests of cognitive functioning, affective states, and personality. Computerized analysis of test results supplements the student's understanding of test interpretation and intervention planning. Tests and measures will be considered with an emphasis on relating assessment results to diagnostic and intervention issues.
- 532 Assessment of Personality and Human Interaction - 3** This course is a continuation of 531, which is a prerequisite. Emphasis will be placed on gaining continued experience and expertise in the administration of cognitive, affective, personality, and other tests. In addition, interpretation of the tests administered will be covered with special attention to the use of assessment battery results in diagnostic and treatment issues.
- 533 Community Program Evaluation - 3** Basic concepts of evaluative research and its applications in community mental health settings are covered. Attention is given to program evaluation in rural areas.
- 540 Individual Methods of Behavior Change - 3** Problem-oriented methods of individual behavior change, including brief forms of psychotherapy, behavior modification and crisis intervention, are considered in light of their application in modern community mental health programs. The course prepares the student for application of these methods during an internship.

- 541 Group Methods of Behavior Change - 3** Small group process and models of group psychotherapy and sensitivity training are considered in light of their application in modern community mental health programs. Emphasis is placed on students' development of applied group skills.
- 542 Methods of Prevention and Community Change - 3** Modern community mental health services are considered with special attention to the problems of rural areas. Preventive programming and consultation strategies are examined in depth. Emphasis is on application of these methods.
- 545 Advanced Counseling Techniques - 3** This course provides advanced training in counseling skills for students in the helping professions (nursing, social work, counseling/clinical psychology, criminal justice, etc.) Emphasis placed on diagnosis and treatment of clients requiring long-term intervention. Special emphasis will be placed on diagnosis and treatment of personality disorders.
- 550 Thesis Research - 6**
- 551 Professional Psychology in the Rural Community - 3** The psychological and social structures of rural communities are examined. Emphasis is placed on the mental health and other human services which function in the rural community. Field visits are required.
- 554 Professional Psychology Seminar - 1** A course to help students integrate thinking about major areas related to community psychology and rural mental health. Assigned presentations and discussions are required. Each student must complete three semesters of this seminar prior to being recommended for the degree.
- 560 Community Internship - 9** A minimum of 600 hours of supervised psychological experience in an approved facility offering community mental health services to the public. Facilities serving rural areas are given priority. The internship is normally completed during one academic semester.
- 595 Special Projects - 1-6** This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

# Sociology (SOC), Anthropology (ANH), and Social Work (SWK)

---

- 501 World Cultures - 3** - Prerequisite; permission of instructor required. Comparative study of the major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined.
- 515 American Values in Conflict - 3** Review of the conflicting values of different social and ethnic groups, generation, and sexual orientations and their consequences for American society. The nature of values, the basic American value system, and the relationship of individual and community value positions are examined. Attention is given to the application of techniques for value study to the clarification of educational and community problems.
- 522 Sociology of Aging - 3** A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.
- 530 Sociology of Deviant Behavior - 3** Exploration of community and social bases of juvenile delinquency and crime. Provides an introduction to sociological theories of deviance and the new perspectives in criminology.
- 550 Social Work Techniques - 3** The methods of social work intervention as utilized in social case work and social activities in a variety of social service settings. Social work techniques commonly used in social case work and group work are identified and compared in order to show points of convergence and divergence in their approaches to the solution of social problems.

- 552 Family Interventions - 3** This is a basic orientation to family counseling as one method of intervention for social dysfunction. Local social agency personnel and students in field placement are invited to participate. Role playing and video taping will be used to develop family-work skills.

## Special Education (SPE)

---

- 501 Psychology of Exceptional Children - 3** Personality, emotional, social, and learning characteristics of individuals who are exceptional. Includes mentally/physically handicapped, gifted and culturally diverse. Emphasis on psychological adjustment, attitudes, diagnostic testing, counseling and guidance, methods to facilitate adjustment, and research findings.
- 502 Administration and Supervision of Special Education - 3** Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.
- 503 Psycho-Educational Diagnostics - 3** Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique. (Required of M.Ed.)
- 504 Guidance for Exceptional Persons - 3** Principles, techniques and organization of guidance services for the physically, mentally, and/or socially handicapped within various environmental cultures. (Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.)
- 505 Mental Retardation - 3** Intensive review of research on etiology of mental retardation, classification systems and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological



tests, and criteria distinguishing mental retardation from other problems.

- 507 Career Education Seminar - 3** Theory and practice of career education for the handicapped and gifted, including vocational training, guidance related services; elementary, high school, post-school perspectives and settings; issues, trends and research findings.
- 508 Education of Severely Retarded - 3** Organization of special educational programs for low-functioning retarded. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends; problems and issues.
- 509 Early Childhood Special Education - 3** Critical study and analysis of early childhood education for the young handicapped child. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.
- 510 Seminar Communication Disorders - 3** Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary and multi-cultural exploration and discussion of problems along with procedures and materials necessary for remediation.
- 515 Problems in Communication Disorders - 3** Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: 510 and/or permission of instructor.
- 520 Seminar on the Gifted and Talented - 3** Advanced study of the nature, characteristics and educational needs of gifted and talented students from a variety of cultures. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.
- 521 Creativity and Education - 3** The nature of creativity in a broad range of human endeavors. Divergent thinking and its products: identifying and establishing climates or settings fostering

creativity; research findings and needs; educational implications. Opportunity provided for individual creative project.  
Prerequisite: 520 and/or permission of instructor.

- 525 Contemporary Issues - Gifted and Talented - 3** Basic conditions in the educational and psychological development of gifted children. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child. Prerequisite: 520 and/or permission of instructor.
- 530 Seminar on Cultural Diversity in Special Education - 3** Socioeconomic, political and ethnic characteristics of disadvantaged children and youths. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation. (Required of M.Ed.)
- 531 Education of the Culturally Diverse - 3** Learning characteristics of disadvantaged children and youth. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.
- 535 Problems in the Education of the Culturally Diverse - 3** Educational issues of coping with problems of social, cultural and economic deprivation. Reviewing and designing research studies for resultant training and education of all disadvantaged groups. Prerequisite: 530 and/or permission of instructor.
- 540 Behavior Disorders - 3** Problems in the education of children with emotional disturbances in regular and special classes, including children whose emotional disturbances are associated with other handicaps. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.
- 542 Seminar on Behavior Modification - 3** Behavior modification for children with learning and behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.
- 545 Problems in Education of the Emotionally Disturbed - 3** Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special

education for emotionally disturbed children and youths.  
Prerequisite: 540 and/or permission of instructor.

- 550 Advanced Curriculum Development in Special Education - 3** Advanced study of curriculum principles and practices for special needs and culturally diverse learners. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials. (Required of M.Ed.)
- 554 Law and Exceptional Persons - 1** Survey and discussion of major legal developments pertaining to identification, placement and education of exceptional children, and the implications for regular and special educators.
- 560 Problems in Special Education - 3** In-depth survey of current problems, issues and trends in Special Education.
- 565 Microcomputers in Special Education - 3** The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assistive/adaptive devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-handicapped individual.
- 570 Clinical Practicum - 3-6** An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student. Prerequisite: Site selection and arrangement approved by faculty advisor. (Required in M.S. Exceptional Persons program, and M.Ed. program.)
- 575 Residential Facilities for the Handicapped - 3** Provides the student with an orientation to the principles and philosophies of residential facilities. It explores the different types of residential facilities available for the handicapped from institutions to semi-independent living accommodations and provides the student the skills necessary to apply to principles of normalization in all settings.
- 576 Normalization - 3** This course explores the principles of normalization and how the theory can be applied to all

problems dealing with the handicapped. The skills and competencies of this course will also provide the student with techniques to develop awareness and attitudinal changes toward the handicapped in a community. In addition to normalization it explores the principles of advocacy. Section 504 of the Rehabilitation Act and recent litigation and legislation concerning the rights of the handicapped in a community setting. Strategies for public relations using local government, agency and service organizations will be developed.

- 577 Seminar on Adult Handicapped - 3** A problem/solution-oriented seminar on adults with mental and physical handicaps. Discussion of nature and needs of broad range of adult handicapped, implications for helping professions, research on adult learning and adjustment, current trends, issues and programs.
- 578 Adult Program Practices - 3** Basic organization, planning, and implementation of adult-level programs and services for the mentally and physically handicapped.
- 580-85 Special Education Workshops - 1-6** Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.
- 590 Learning Disabilities - 3** Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.
- 591 The Exceptional Person in the United States and Europe - A Comparative Study - 3** This course is designed to provide a comparative study in United States and Europe of the care, treatment and rehabilitation of exceptional persons from birth through adulthood. Study involves contact with families on both continents of exceptional individuals and professionals providing services. The hopes and frustrations of both groups with their counterparts in the U.S. should provide an enriching experience.

**595 Special Projects - 1-6** This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and associate provost are required.

**597 Independent Study - 3**

**598 Research Project - 3**

**599 Thesis - 6**

## Graduate Faculty

## FULL

**ROBERT AMCHIN** (1992), Assistant Professor, Music  
B.M., New England Conservatory (1981); M.M., New England Conservatory (1985)

**NANCY BOSTON** (1989), Assistant Professor, Music  
B.M., Lawrence University (1973); M.M., Peabody Conservatory of Music (1975); D.M.A., Peabody Conservatory of Music (1984)

**BARRY BRUCKLACHER** (1989), Instructor, Education  
B.S., Mansfield State College (1968); M.Ed., Mansfield State College (1981); Ph.D., Pennsylvania State University (1992)

**H. REGINALD CARTER** (1990), Assistant Professor, Art  
B.S., Central State College, Ohio (1956); M.S., Miami University (1963); Ph.D., Union Institute, Ohio (1976)

**JAMES G. CECERE** (1967), Professor, Art; Chairperson  
B.S., SUNY at New Paltz (1958); M.F.A., Pratt Institute (1962); D.Ed., Pennsylvania State University (1966)

**CRAIG J. CLELAND** (1981), Professor, Education  
B.S., Millersville State College (1975); M.Ed., Shippensburg State College (1978); Ph.D., University of Maryland (1980)

**ANELLE CUSANO** (1990), Assistant Professor, Social Work  
B.S.W., Marywood College (1980); M.S.W., Marywood College Graduate School of Social Work (1981)

**RICHARD NORMAN FEIL** (1968), Professor, Psychology  
B.A., Loyola University (1961); Catholic University of America (1963); Ph.D., Catholic University of America (1968)

**THOMAS J. FERNSLER** (1992), Assistant Professor, Education  
B.S., Shippensburg State College (1975); M.Ed., Pennsylvania State University (1981); D.Ed., Pennsylvania State University (1983)

**JANET A. FULLER** (1981), Associate Professor, Education  
B.S., Mansfield State College (1973); M.Ed., Mansfield State College (1976); D.Ed., Pennsylvania State University (1989)

**JOEL E. GRACE** (1969), Professor, Psychology  
B.A., Franklin and Marshall (1961); M.A., University of Waterloo (1964); Ph.D., University of Waterloo (1966)

**RICHARD A. HECK** (1970), Professor, Education  
B.A., Westminster College (1962); M.S., Westminster College (1964); M.Ed., University of Pittsburgh (1966); Ed.S., University of Pittsburgh (1967); Ed.D., University of Miami (1971)

**WALTER KENT HILL** (1967), Professor, Music  
B.M., Oberlin Conservatory (1957); M.M., Eastman School of Music (1961); A.M.D., Eastman School of Music (1966)

**PETER A. KELLER** (1974), Professor, Psychology; Chairperson  
A.B., Franklin and Marshall College (1967); M.S., University of Miami (1970); Ph.D., University of Miami (1972)

**EARL YOUNGSUCK KIM** (1988), Assistant Professor, Music  
B.M., Seoul National University (1978); M.M., New England Conservatory of Music (1983); D.M.A., University of Miami (1987)

**BONNIE KUTBAY** (1990), Instructor, Art  
B.A., University of Colorado (1972); M.A., University of Colorado (1976); M.A., Arizona State University (1980); Ph.D., University of Toronto (1991)

**BONELYN LUGG KYOFSKI** (1989), Assistant Professor, Education  
B.S., Mansfield State College (1962); M.A., Pennsylvania State University (1966); Ph.D., Pennsylvania State University (1976)

**MARGARET LAUNIUS** (1989), Assistant Professor, Psychology  
B.A., California State Polytechnic University (1981); M.A., California State University (1983); Ph.D., Louisiana State University (1988)

**BRIAN T. LOHER** (1990), Assistant Professor, Psychology  
B.A., Indiana University (1980); M.A., Michigan State University (1984); Ph.D., Michigan State University (1987)

**D. LAURANCE MILLER** (1978), Professor, Social Work  
A.B., Susquehanna University (1961); M.S.W., University of Pittsburgh (1964); D.Ed., Pennsylvania State University (1985)

**J. DENNIS MURRAY** (1978), Professor, Psychology  
B.A., Syracuse University (1970); M.A., University of Rochester (1974); Ph.D., University of Rochester (1975)

**KONRAD L. OWENS** (1966), Associate Professor, Music  
B.A., Oberlin College (1964); B.M., Oberlin College (1964); B.S., Elmira College (1982); M.M. Michigan State University (1966); D.M.A., Michigan State University (1988)

**RAYMOND F. PASKVAN** (1968), Associate Professor, History  
B.A., Carleton College (1960); M.A., University of Minnesota (1963); Ph.D. University of Minnesota (1971)

**SALVATORE PIZZURO** (1992), Assistant Professor, Special Education  
B.A., Jersey City State College (1970); M.A., Jersey City State College (1973); Ph.D., Columbia University (1991)

**CHARLENE S. PLOWCHA** (1978), Associate Professor, Education  
B.S. Indiana University of Pennsylvania (1968); M.Ed. Indiana University of Pennsylvania (1977); D.Ed. Pennsylvania State University (1987)

**ROBERT C. PUTT** (1967), Professor, Education; Chairperson  
B.S., SUNY of Geneseo (1960); M.S., SUNY at Fredonia (1965); D.Ed., Pennsylvania State University (1977)

**COREY REIGEL** (1991), Instructor, History  
A.B., Ripon College (1981); M.A., University of New Hampshire (1983); Ph.D., Temple University (1990)

**CHARLES F. SEIDEL** (1967), Professor, Psychology  
B.A., Lycoming College (1957); M.A., Temple University (1959); Ph.D., University of Liverpool, England (1962)



**CELESTE B. SEXAUER** (1975), Associate Professor, Education  
B.S.Ed., Edinboro State College (1971); M.Ed., Edinboro State College (1973);  
E.Ed., Pennsylvania State University (1989)

**THOMAS F. STICH** (1969), Professor, Special Education; Chairperson  
B.S., Lock Haven State College (1962); M.Ed., Pennsylvania State University  
(1965); D.Ed., Pennsylvania State University (1969)

**RONALD B. STRAUB** (1975), Professor, Special Education  
A.B., Dartmouth College (1969); M.Ed., University of Delaware (1972); Ph.D.,  
Pennsylvania State University (1980)

**ROBERT W. UNGER** (1965), Professor, History; Chairperson  
B.A., Olivet Nazarene College (1957); B.A., University of the Philippines  
(1961); M.A., Ball State University (1963); Ph.D., Ball State University (1968)

**JOHN RICHARD WALKER** (1970), Professor, Mathematics  
B.S., SUNY at Albany (1962); M.S. Syracuse University (1966); M.A., Syracuse  
University (1967); Ph.D., Syracuse University (1970)

**SUE C. WHISLER** (1981), Professor, Psychology  
B.S., Ball State University (1971); M.A., Ball State University (1974); Ph.D.,  
Indiana University (1982)

**SANDRA WOOLLEY** (1990), Assistant Professor, Education  
B.A., University of Michigan (1962); M.S., Elmira College (1975); D.Ed.,  
Syracuse University (1990)

**ROBERT HOWARD WOOLEY** (1971), Professor, Sociology, Social Work and  
Criminal Justice Administration. B.S. University of Wisconsin (1966); M.S.,  
University of Wisconsin (1967); Ph.D., University of North Carolina (1977)

**CHARLES E. WUNDERLICH** (1964), Professor, Music  
B.M., Eastman School of Music (1957); M.M., University of Michigan (1958);  
Ph.D., University of Michigan (1961)

**JOYCE C. WUNDERLICH** (1965), Professor, Music; Chairperson  
B.M., Houghton College (1949); M.S., Ithaca College (1961); D.A.,  
Carnegie-Mellon University (1980)

**DENNIS J. WYDRA** (1969), Professor, Education  
B.S. Bloomsburg State College (1965); M.Ed. Temple University (1969); D.Ed.  
Temple University (1975)

## **ASSOCIATE**

**MARIA BOHNER** (1992), Assistant Professor, Special Education  
B.Ed., University of British Columbia (1973); M.Ed., University of Alaska  
(1980); M.Ed., University of Alaska (1984)

**D. JEROME BORSHEIM** (1972), Associate Professor, Music  
B.A., College of St. Thomas (1968); M.A., College of St. Thomas (1970); M.M.,  
University of Cincinnati College - Conservatory of Music (1972)

**EDWARD E. BROWN** (1971), Professor, Music  
B.M., Shenandoah Conservatory of Music (1958); M.M., Converse College  
(1964)

**STEPHEN BROWN** (1974), Associate Professor, Psychology  
B.S.Ed., Eastern Illinois University (1970); M.S.Ed., Eastern Illinois University  
(1972)

**NANCY BRUBAKER** (1971), Assistant Professor, Special Education  
B.S., Clarion State College (1961); M.S., Bloomsburg State College (1969)

**WILLIAM S. CHABALA** (1976), Associate Professor, Academic and Human  
Development. B.S., Kutztown State College (1971); M.Ed., Kutztown State  
College (1976)

**H. MICHAEL GALLOWAY** (1980), Associate Professor, Music  
B.M.E., Baldwin-Wallace College (1966); M.M., New England Conservatory  
(1968)

**RALPH GARVELLI** (1968), Associate Professor, Education; Coordinator of  
Educational Field Experiences. B.S., Indiana University of Pennsylvania  
(1961); M.Ed., Indiana University of Pennsylvania (1965)

**THOMAS HERALD LOOMIS** (1971), Assistant Professor, Art  
B.F.A., Wayne State University (1966); M.A., Wayne State University (1974)

**JESUS R. LUCERO** (1992), Assistant Professor, Special Education  
B.A., University of Arizona (1976); M.Ed., University of Arizona (1981); Ed.S.  
University of Arizona (1989)

**ELENA LUKASZ** (1964), Associate Professor, History  
B.A., University of Chicago (1959); M.A., University of Chicago (1962)

**STEPHEN P. McEUEN** (1977), Assistant Professor, Music  
B.M., Northeast Missouri State University (1974); B.M.E., Northeast Missouri  
State University (1974); M.M., The Julliard School (1976)

**JOHN R. MONAGHAN** (1969), Assistant Professor, Music  
B.S., Duquesne University (1957); M.M., Duquesne University (1970)

**JACQUES D. MUMMA** (1967), Associate Professor, Mathematics  
B.A., Franklin and Marshall College (1965); M.A., Pennsylvania State  
University (1967)

**JUNE RUDY** (1967), Assistant Professor, Education  
B.S., Mansfield State College (1960); M.Ed., Pennsylvania State University  
(1971)

**J. WAYNE RUSK, III** (1963), Associate Professor, Music  
B.M., College of Music, Cincinnati (1954); M.M., College-Conservatory of  
Music, Cincinnati (1956)

**JEAN-ANNE TEAL** (1991), Assistant Professor, Music  
B.M., Oberlin College (1960); M.M., University of Maryland (1988)

**SAMUEL DEE THOMAS** (1968), Associate Professor, Art  
B.S., Indiana University of Pennsylvania (1952); M.Ed., Pennsylvania State  
University (1959)

**MARY TROWBRIDGE** (1968), Assistant Professor, Business  
B.S., Mansfield State College (1959); M.Ed., Pennsylvania State

**HECTOR L. VALDIVIA** (1991), Assistant Professor, Music  
B.M., University of Wisconsin (1985); M.M., Yale School of Music (1987);  
M.M.A., Yale School of Music (1988)

**STANLEY E. WERNER** (1967), Associate Professor, Mathematics  
B.S.E., Millersville State College (1962); M.A., Pennsylvania State University  
(1965)

**DALE A. WITHEROW** (1966), Assistant Professor, Art  
B.S., Indiana University of Pennsylvania (1961); M.F.A., Instituto Allende,  
Mexico (1963)

**KATHY J. WRIGHT** (1991), Assistant Professor, Health Sciences  
B.S., Mansfield University (1982); M.S., Murray State University (1985)

**STANLEY F. ZUJKOWSKI** (1969), Assistant Professor, Art  
B.S., Kutztown State University (1965); M.S., Alfred University (1970)

## CONSORTIA GRADUATE FACULTY

### LOCK HAVEN UNIVERSITY

**PETER R. MATTHEWS** (1982), Professor, Chairperson, Department of  
Specialized Studies. B.S., SUNY, Geneseo (1967); M.S., SUNY, Geneseo (1968);  
D.Ed., Pennsylvania State University (1976)

Mansfield University is an equal opportunity/affirmative action institution. For further information concerning EEO/AA call the Affirmative Action Officer at 717-662-4051.

Rev. 7/93



Mansfield, PA 16933

BULK RATE  
U.S. POSTAGE  
PAID  
Mansfield, PA  
Permit No. 3  
Educational  
Non-Profit